

Athena SWAN

Action Plan

2022-2025

| 1. Gender Balance in Leadership and Decision-making | | | | | |
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| 1.1 Achieving Gender Balance at Senior Leadership | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 1.1.1 PRIORITY ACTION | A commitment to achieve, and/or maintain, gender balance (i.e. at least 40% of each gender) in all senior decision-making roles and positions from Head of School upwards by 2025, and progress reported in the annual EDI report. | TU Dublin's Equality Statement contains a commitment 'to ensuring gender balance in key decision-making committees'. The Strategic Intent 2030 commits to addressing the Sustainable Development Goals. There are a number of senior decision-making posts to be filled over the 2022-2025 period. The action is intended to give practical effect to addressing SDG 5 Gender Equality, and reinforce this commitment over the period of the Action Plan. | 2022-2025, with annual monitoring | President (Responsible-R), Deputy President & Registrar (Implement-I), Chief Operations Officer (I) EDI Director (I) | TU Dublin will have gender balance (at least 40% female and 40% male) at all senior decision-making levels, and will be diverse on other grounds |
| 1.1.2 | Females at SLI and SLII will be sponsored to engage in internal and external leadership development programmes in addition to Aurora. | Preparing future leaders is an important part of building capacity for maintenance of the gender balance commitment. This action will support the achievement of 1.1.1 | 2022-2025 | Deans (R), Heads of School (I). | The established practice of reserving 10 places for females and 10 for males on the internal Leadership Programme is retained. |
| 1.1.3 | Conduct an equality review of the procedure for the appointment of Heads of School and other Faculty/School recruitment processes in the 2022-23 round (consequent on Organisation Design) and report, with recommendations, to UET by 2024. | The purpose of this action is to support gender balance in future senior appointments and embed this objective in the relevant processes (as in priority action 1.1.1). | Q4 2023-Q3 2024 :- Q4 2023 scope the review and begin planning; Q1 2024 undertake the review and write up; Q2 2024 Discuss findings with key stakeholders and present conclusions to UET for approval; Q3 2024 - prepare for implementation. | Head of Human Resources (R), Director EDI (R), HR Policy & Data Management (I), Equality Analyst (I) | Heads of School positions will be gender-balanced |

| 1. Gender Balance in Leadership and Decision-making | | | | | |
|---|--|---|---|--|---|
| 1.1 Achieving Gender Balance at Senior Leadership | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 1.1.4 | Faculties and Schools will systematically record and report on the gender and diversity characteristics of high profile invited speakers and external examiners. | Role model visibility is an important element of supporting equality and inclusion. There were gender discrepancies across disciplines with regard to speaker gender balance (Ref Table 5.55) This action could also aid confidence among female academics of TU Dublin's commitment to gender equality (Ref Table 5.37 and Action 1.1.1) | Q4 2023 onwards when Faculties and Schools have settled following the OD process | Deans (R), Heads of School (R), Head of Academic Affairs (I), Faculty managers (I), and School administrative managers (I) | At least 40% of all invited speakers are female, 40% male, and other diversity characteristics are known. A base line data report on the gender ratio of external examiners for PhDs and Programmes is produced, with recommendations for achieving gender balance. |
| 1.1.5 | Honorary Degrees awarded by TU Dublin will be gender-balanced. | | Conferrings from 2023 onwards when the Honorary Degrees policy is finalised and approved by GB. | Registrar (R), Head of Academic Affairs (I) | At least 40% of all honorary degrees are female, 40% male, and other diversity characteristics are present. |

| 2. Recruitment and Career Progression | | | | | |
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| 2.1 An Equitable Recruitment Process | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.1.1 | Competency frameworks for all academic and PMSS posts will be developed, clarifying expectations as to the broad expertise, skill, and experience required for each post while allowing for specific disciplinary or functional requirements. These frameworks will be informed by an EDI mindset and proofed for equality and inclusion, in addition to going through the normal TU Dublin consultative processes. | There are two main findings from analysis of recruitment data - the relatively poor outcome for AHSSBL female applicants and the low numbers of female STEMM applicants. The purpose of this set of actions is to reinforce the conditions that will counter any unconscious bias in the recruitment process (Ref Tables 5.1 - 5.3). These actions will also partly counter the horizontal gender segregation within the PMSS staff profile. | Q3 2023-Q1 2024: Timing may be dependent on national agreements | VP for Organisation, Culture and Change, (R), Chief Operations Officer, (R), Head of Human Resources (I) | Competency frameworks, inclusive of equality considerations, are agreed by Q3 2023; implemented by Q2 2024 and widely promoted. At least 60% of staff are aware of them and at least 40% understand them by 2025 (Equality and Inclusion Survey Q1 2025). Timing may be dependent on national agreements. |
| 2.1.2 | The Hiring Managers and Interview Panel members will have addressed Unconscious Bias on gender, race and disability in an enhanced Licence to Recruit training. | | 2023-2025, as academic posts are approved for recruitment | Head of Human Resources (R), Senior Manager, People Development (I) | Positive action statements are included in all advertisements. By Q3 2023 processes are in place to ensure that competitions are widely advertised and substantive efforts are made to attract a diverse pool of candidates. Insofar as possible applicants should not be all male or all female. |
| 2.1.3 | HR Business Partners to ensure that positive action statements are included in all external post advertisements. | | Q2 2022 onwards | Head of Human Resources (R), HR Manager (I) | |
| 2.1.4 | Appointment (internal) and recruitment (external) processes to address staff gender and other diversity profiles, according to agreed targets. | | As noted in Action 1.1.1 and elsewhere, while there is good gender balance at many levels, gender ratios drop at SLIII (Head of School or equivalent) and there is a distinct lack of ethnic diversity at SLII grade and up. This is a typical academic career pattern that requires strong and sustained interventions to change. This action will link to the University People Strategy. | Q1 2024-Q4 2024: A review of the appointment and recruitment processes to ensure that gender, ethnicity and other forms of diversity are actively supported. | VP for Organisation, Culture and Change (R); Head of Human Resources (I); Faculty Deans, School Heads (I) |

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| 2.1 An Equitable Recruitment Process | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.1.5 | Investigate the barriers and opportunities for increasing female enrolment in Apprenticeship programmes – explore the potential appeal of bio- and environmental sustainability avenues for apprenticeship programmes | Apprenticeship enrolments are almost 100% male, despite efforts to promote the apprenticeship route as a pathway for females. | Q2 2022: scoping and planning the study; Q3 -Q4 2022 undertaking the study; Q1 2023, publication of findings in time for a launch for International Women's Day 2023 (March 8, or week thereof) | Head of Apprenticeships (R) Access to Apprenticeship Programme Officer (I), Head of Recruitment and Admissions (I); researcher (I) | The report is published in Q1 2023 and the findings provide new knowledge on which to base the development of Apprenticeships and other skills-based pathways that can appeal to women |
| 2.1.6 | Prioritise EDI Fund practitioner applications which are targeted at addressing the low numbers of women in Engineering, Built Environment, Apprenticeship and ICT programmes, and also applications which aim to increase the numbers of men in Education, Health and Welfare programmes, and also addressing race/ethnic and disability diversity. These may include additional social media campaigns, promotional videos, and speaker events. This action will support the strategic delivery of enrolment targets and access ratios. | This action will support the achievement of 2.1.5, 3.1.1 and 3.1.2 by generating new knowledge about the drivers of gender imbalances in the Apprenticeships programmes, and in both female and male-dominated, non-diverse pathways across the University. | Q2 2002 call for funding issues; Q3 2002 results announced, Q3-4 2022 and Q1 2023 projects undertaken; Completion of projects and showcase of results/ outcomes Q2-3 2023 | EDI Director (R), Head of Recruitment, Admissions and Participation (I), Head of Apprenticeships (I), Individual project proposers (I) | Project showcase complete by Q3 2023. A body of successful practices supporting gender and diversity balances in student recruitment are available for sharing across the University. |

| 2. Recruitment and Career Progression | | | | | |
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| 2.2 | Career Analysis and Supports | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.2.1 | The University to continue to influence national policy discussions and decisions on an appropriate academic career framework for Technological Universities. This can be carried out in multiple sites, including the HEA and sectoral bodies such as the IUA and its Committees | The TU Dublin Equality and Inclusion survey indicated that 67% males and 69% female academics identified a lack of opportunity to advance their careers; 59% male academics and 64% female academics felt that there were not sufficient opportunities to develop their research profile in the University (Ref Fig. 5.1, Tables 5.5-5.8) | 2022-2025 | President (R), Deputy President and Registrar (R), Chief Operations Officer (R) UET members as relevant (I), Director of EDI (I) | National agreement on an academic pathway is implemented in the University |

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| 2.2 | Career Analysis and Supports | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.2.2 PRIORITY ACTION | Streamline the available HR supports for maternity leave across the University, including a dedicated HR contact person and up-to-date information booklet. Make this information available to all School and Function heads and their executives. | The survey and focus groups identified maternity leave and return to pose specific challenges for expectant persons and their School managers. 48% of female academics felt supported prior to taking maternity leave; 42% during leave; 37% on return to work (Ref Tables 5.25-5.27, % feeling supported at different stages). | Q3 2022-Q4 2022: Identify the gaps in HR supports, including the efficiency of backfill cover, and address in time for the 2022-23 academic year | Head of HR, (R), HR Leave and Benefits Manager (I) Marketing & Communications (I) | Academics who avail of maternity/adoptive leave will indicate similar satisfaction rates to PMSS staff i.e. 70% feel supported prior to taking leave; 53% feel supported during leave; 60% feel supported upon return from leave. Less than 15% of academic and PMSS staff will indicate that they covered some of their responsibilities during leave. (Equality and Inclusion Survey Q1 2025) |
| 2.2.3 PRIORITY ACTION | Improve the backfill process for maternity leave cover and facilitate a timely handover meeting aided by a handover template. This handover meeting will clarify the context, if any, in which the person going on leave can keep in touch on an occasional basis with the School/Department/Office through an agreed mechanism. | Furthermore 49% of academics had strongly agreed/agreed with the statement - 'I covered some of my responsibilities during maternity/adoptive leave' (compared to 15% of PMSS respondents) (Ref Table 5.26). Focus group data indicates these responsibilities include postgraduate supervision. This group of actions are given priority. Successfully ironing out the issues involved will provide a template for addressing other care/family leave provisions, and will streamline the HR recruitment of cover process for all needs in the University | | Head of HR, (R), HR Leave and Benefits Manager (I) School/Function Head or equivalent (I) | |
| 2.2.4 PRIORITY ACTION | 4 weeks before return, the Head of School/Head of Function and returning parent will devise a return to work plan that involves an appropriate workload (e.g. reduced contact hours) for the first semester (academic). This will also include discussion of the teaching timetable and course delivery. As far as possible, academic returners will resume lecturing on their previous modules. | | Q4 2022 onwards, as applicable | Head of HR (R), School/Function Head or equivalent (I) | |

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| 2.2 | Career Analysis and Supports | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.2.5 | Highlight the suite of care/family leave options available to all staff in a regular bulletin/web update, and at least once per semester. Design a communication to encourage male employees to avail of leave entitlements. | Male employees do not avail of family leave to any great extent (Ref Table 5.29) | Q2-Q3 2023 and regularly thereafter (at least once per semester) | Head of HR, (R), HR Leave and Benefits Manager (I), Marketing and Communications (I) | Take up of paternity and parental leave by men increases by 30% (2023-2025) |
| 2.2.6 | Undertake a review of care and family leave as part of a suite of leave policies, including addressing Domestic Violence leave options for the purpose of facilitating court appointments, legal appointments, etc. | The evidence shows a reduced take-up care leave, which suggests that a review is timely. In addition, an increase in reported rates of domestic violence during COVID-19 has brought the issue to the fore, and all HEIs are asked to make arrangements for Domestic Violence Leave (Ref Tables 5.29, 5.30) | Q2-Q3 2022 - in Q2, exploration of the policy options on Domestic Violence leave; Q3, draft policy, consult and bring to UET for consideration | Head of HR (R), HR Policy and Data management (I) Marketing and Communications (I) | Provision for Domestic Violence Leave is clear, well communicated, and supported by HR. At least 55% of survey respondents are aware of Domestic Violence leave and at least 60% of survey respondents are aware of each type of family leave and flexible working options relevant to them (Equality and Inclusion Survey 2025) |
| 2.2.7 | Prepare a report for UET consideration on precarious working in the University – covering academic and PMSS staff. Analyse by age, gender, race, and disability. | Precaarity is an endemic feature of higher education, evident in TU Dublin as elsewhere. This action will give a comprehensive overview of the situation and consider what further actions can be taken to decrease precarious working. (Ref Table 4.4, Tables 4.11-13) | Q2-Q4 2024: Q2 2024 - Scope and plan; Q3 conduct evaluation; Q4 - discuss report with relevant stakeholders and present finalised draft to UET for consideration | Registrar (R), Chief Operations Officer (R), Head of Human Resources (I), HR Policy and Data Management (I) | There is an action plan in place to reduce precarious working, support progression while working part time, and support part time workers return to full time work. |

| 2. Recruitment and Career Progression | | | | | |
|---------------------------------------|--|--|---|--|--|
| 2.2 | Career Analysis and Supports | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.2.8 | A clear explanation of the AL progression scheme, including the rationale for the criteria and the evaluation methodology, will be provided by HR and made available on the University intranet, and widely communicated. | 38% male and 41% female Assistant Lecturer survey participants disagreed that the AL progression criteria are transparent and fair. In addition, 44% male and 45% female ALs disagreed that the AL progression process is transparent and fair. For promotion, survey respondents mentioned that clarity on the application of the evaluation criteria was required. PMSS staff also indicated concern that the evaluation of criteria was unclear and part-time working was not taken into account. | Q2-3 2022 | Head of Human Resources (R), HR Policy and Data Management (I) | 55% of Assistant Lecturer survey respondents in 2024 indicate agreement that the criteria, process and evaluation in progression scheme is fair and transparent. In 2025, 55% of all other staff indicate agreement that the new promotions scheme is fair and transparent (Equality and Inclusion Survey Q1 2025) |
| 2.2.9 | HR will provide a clear explanation of the promotions scheme, aligned with the development of the new academic career framework, to include the rationale for the criteria and the evaluation methodology. This material will be made available on the University intranet and communicated widely. | | Q2 2024 - on implementation of the competency frameworks and agreement on new academic career framework | Head of Human Resources (R), HR Policy and Data Management (I) | |
| 2.2.10 | The promotion scheme will be reviewed for any gendered criteria, such as time-related requirements that could disadvantage female applicants. Inclusive criteria will be introduced, if not already there, such as full recognition of part-time working, account taken of maternity leave and other care leave periods, and extended sickness/disability leave. | | Q3 2023-Q1 2024, dependent on consideration and completion of competency frameworks; sooner for progression | Head of Human Resources (R), HR Policy and Data Management (I) | |

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|---------------------------------------|---|--|--|---|--|
| 2.2 | | Career Analysis and Supports | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.2.11 | Engage PMSS staff (and interested others, including academics) in tailored events with stereotype-breaking role models (male, female and non-binary, of diverse profiles) who share their career trajectories; HR track PO and Senior Technical Officer vacancies and encourage hiring managers to include recruitment statements encouraging women to apply. | Data shows that as the PMSS grades increase, fewer females apply. For PO in the 2018-2020 period, 1 of the 5 posts was obtained by a woman (Ref Table 5.13). For Senior Technical Officer, the same success rate for females applies (1 of 5) (Ref Table 5.15) | 2023–event for International Women’s Day; promotion of equal opportunities and welcome of applicants with diversified profiles | Head of Human Resources (R), Senior Manager People Development (I), Hiring Managers/Heads of Function (I) | The rate of success over a 4-year period at PO and STO for females will have increased from 20% to 40%, dependent on vacancies occurring. |
| 2.2.12 | Implement anonymised exit surveys for all leavers. For those citing resignation as reason for leaving, explore and analyse the cause of resignation to determine if there are any issues to be addressed by the University. Provide these data as part of Action 3.2.1 (annual report). | Resignation is the dominant reason for PMSS staff leaving the university, and especially Grade 3 leavers, which constitutes the largest group of PMSS leavers each year, with no gender differences evident (Ref Table 4.13) | 2022-2025. Align with timetable for EDI Annual Report and University Annual Report | Head of Human Resources (R), HR Policy and Data Management (I) | Analysis provides the basis for specific actions, if appropriate, to address structural reasons for resignation. |
| 2.2.13 | Local induction becomes a routinised part of integrating a new member of staff into the organisation. | PMSS focus groups indicate variable induction, though HR provides detailed and relevant forms that guide local managers through the induction process. Focus groups with HPAL and AL highlighted the need for School level induction and supports. | 2022-2025 as applicable | Head of Human Resources (R), Relevant Heads of School/ Heads of Function/Local Managers (I) | Local induction process in place for all PMSS staff and satisfaction rates returned to HR. At least 30% of Schools have a relevant local induction process in place for HPALs and ALs and satisfaction rates returned to HR. |

| 2. Recruitment and Career Progression | | | | | |
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| 2.2 | Career Analysis and Supports | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.2.14 | Ongoing support of PMDS throughout the organisation. A reminder for managers of the importance of a conversation on work-life balance, which is more critical in the COVID-post-COVID era than before. | A review of areas covered in the Professional Development Plan (PDP) conversation for academics indicates that Work-Life balance issues are least discussed (32% Males report it being discussed, 28% Females - Table 5.20); similarly for PMSS staff (39% males report it being discussed, 18% females - Table 5.23) | 2022 and annually thereafter - PDP conversation includes prompts re work/life balance. | Head of Human Resources (R), Head of People Development (I) | Academic and PMSS staff reporting that the PDP process is a useful one will be at 65% agreement; 60% of Academic and PMSS staff report that work-life balance issues were discussed. |
| 2.2.15 | Subsequent to the development of a TU Dublin Workload model, workload allocations will reflect the model, be gender-fair, and transparent to all staff concerned. Perceptions of fairness to be tracked in E&I/staff survey when model is in place and operational | In 2020, there were polarised views on the fairness of workload allocations - 47% overall indicating a fair distribution, 40% disagreeing with this view. Males were slightly more likely to agree with the fairness of workload allocations than female academics (51%M: 42%F) (Ref Table 5.54). A strategic action for TU Dublin is to develop a university workload model which will inform the PDP conversations. | 2023-2024, dependent on the timing of agreement on the workload model, and its implementation | VP for Organisation, Culture and Change (R); Chief Operations Officer (R), EDI Director (I) | Support for fairness of workload allocations will have increased to 65% overall, with majorities of females and male academics in agreement with this view. |

| 2. Recruitment and Career Progression | | | | | |
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| 2.3 Research Profile Supports | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.3.1 | TU Dublin to continue to lobby for agreed pension scheme and career path/structure for researchers at national level. | Researchers on externally-funded contracts in the University are unable to join the pension scheme. This is not the case for researchers on these contracts in other universities. | 2022-2025, dependent on agreement with national decision-making bodies | President (R), VP for Research & Innovation (R), Head of Human Resources (I) | A pensions scheme is in place, following implementation of the agreement with national bodies. |
| 2.3.2 | Investigate and report on the researcher profile of core and externally-funded researchers in the University. Identify gender-specific opportunity constraints to career development and address these in an action plan. | This action is in response to the drop in female post-doctoral researchers from 35% in 2018 to 20% in 2020 (Ref Tables 2.18-2.20) | Q1 2023-Q3 2023 - Q1 2023 scope and plan the investigation, including preliminary data analysis; Q2 - engage in investigation; Q3 - write-up with recommendations; end Q3/early Q4, publish report and launch on European Researchers' Night (24 September annually) or on a similar occasion. | VP for Research & Innovation (R), Head of Enterprise and Research Support (I), researcher (I) | An Action Plan to address any gender-specific constraints on career development is in place and its impact is monitored by the Research Office; post-doctoral researchers are gender-balanced |
| 2.3.3 | Conduct a review of timetable allocations to staff undertaking PhD studies and report findings to the VP for Research and Innovation. Follow up reviews on a biannual basis. | Academic focus Group report that the time allocation for undertaking doctoral studies is not evenly applied. Given that the University must meet a 65% staff PhD completion rate by 2029, it is important to have the conditions that facilitate meeting this target. This action can also inform the Workload Model stream of work. | Q2-4 2022, and biannual review thereafter (2024, 2026) | VP for Research and Innovation (R), Head of Graduate School (I); Graduate School/Research Office (I) | Agreed time allocation for PhD candidates is in place across all Schools. At least 60% of survey respondents who are PhD candidates agree that their School is supportive of research activities. |

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| 2.3 | Research Profile Supports | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.3.4 | Prioritise EDI Research Funding for projects that address intersectional issues, and publish details of the projects and their outcomes on the EDI website. | EDI research is spread throughout the University, as is practice and practitioners. Often they work in isolation from one another. These action support researchers and practitioners in this field to develop a distinctive research/practitioner affiliation with EDI/intersectional research and practice in the University, in line with the University model of applied research and practice. These actions also assist in delivering on the Strategic Intent 2030 in respect of delivering knowledge and solutions that address Sustainable Development Goals (in this case SDG 5 Gender Equality) | Q 2 annually - Call for project proposals; Q4 annually - successful projects begin | Director of EDI (R), RINCE Research Fellow (I), RINCE Postdoctoral researcher (I). | The Symposium is known as a focus of innovative and interdisciplinary university research and practice in EDI and intersectionality, and is an embedded event in the University calendar. Attendance rates remain at 80 ppl or more per symposium |
| 2.3.5 | An EDI Annual Research Symposium showcasing University research and practice on equality, diversity and inclusion issues, and their intersections with sustainability, as an aid to disseminating knowledge and supporting a critical mass of researchers and practitioners | | Q1 2022 [27-28 January], and annually thereafter. Planning to take place in the preceding quarter. Those in receipt of EDI funding (such as those arising from action 2.1.6) to be encouraged to present their work | EDI Director (R), RINCE Research Fellow (I) | |

| 2. Recruitment and Career Progression | | | | | |
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| 2.4 | Gender Pay Gap Audit | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 2.4.1 | A gender pay gap audit will be conducted, in line with legislative requirements. The audit will explore the preliminary findings of the 2020 report in more detail as part of this analysis. The report will be considered by UET and will form part of the University's Annual Report. Findings will be publicly available. | The Gender Pay Gap Information Act, 2021 is in effect, and the University is required to conduct a pay audit. | Q2-Q4 2022; as mandated thereafter by law | Chief Operations Officer (R), Payroll (I), HR Data Management (I), Data Officer (I) | Gender Pay Gap Audit complete by Q1 2023 and action plan in place to address any pay gaps. |

| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.1 Embedding Athena SWAN in TU Dublin | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.1.1 PRIORITY ACTION | 40% of Schools make applications for Athena SWAN (AS) awards | Equality and Inclusion survey indicates a statistically significant difference in men's and women's perceptions of TU Dublin's commitment to gender equality (Ref Table 5.37). This action will delve into local contexts to address gender issues. | 2022-2025: Planning and scheduling in Q3 2022, when Schools OD is completed; at least 4 submissions scheduled per year thereafter | President (R), all Deans (I) Dean Faculty of Engineering & Built Environment (I), Dean Faculty of Digital & Data, Dean | At least 10 (40%) Athena SWAN School applications for Bronze award will be submitted by end 2025 with representation from all Faculties including at least two from the Faculty of Digital & Data. |
| 3.1.2 PRIORITY ACTION | Prioritise Athena SWAN School applications from areas in which female staff and students are heavily under-represented – Faculty of Engineering & Built Environment, and the Faculty of Digital & Data. The Dean of the Faculty of Engineering and Built Environment will lead and organise a Faculty Athena SWAN team who will prepare a Faculty Athena SWAN submission. In other Faculties, Deans and Heads of School will identify specific Schools for Athena SWAN application within the 2022-2025 timeframe. | The student and academic staff gender imbalance in STEMM is significantly shaped by the male dominated profile in Engineering, Construction and ICT. At present this covers the Engineering Schools (17% female academic staff), Construction Schools (27% female) and ICT (37% female). Ref Tables 2.14 (female academics) and Figure 2.7 (student enrolments). | 2022-2025: Planning and scheduling in Q3 2022, when Schools OD is completed. | Dean Faculty of Engineering & Built Environment (R), Dean Faculty of Digital & Data (R) Deans of Science, Arts & Humanities, Business (R) | |

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| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.1.3 | Schools and Faculties will nominate Athena SWAN champions according to their plans for an award. This work will be accounted for in the individual's workload allocation. | These two actions will support the achievement of 3.1.1 and 3.1.2. Over the 2020-2025 period, these actions should contribute to maturing the gender equity discourse among students and staff in Engineering, ICT and allied disciplines. They also address awareness-raising among men of the purpose of Athena SWAN - only 22% male academic respondents said they were aware of the purpose of AS. | Q3 - Q4 2022 as Faculties and Schools settle following OD process. | Dean Faculty of Engineering and Built Environment (R), Dean Faculty of Digital & Data (R), Heads of School (I). | At least 40% of male academic/PMSS and female academic/PMSS will report favourably on the positive impact of Athena SWAN on the work environment (currently less than 40% do so across all groups). The purpose of Athena SWAN will be understood by 50% of male survey respondents |
| 3.1.4 | A Community of Practice on the Athena SWAN application process will be formed, consisting of Athena SWAN Champions, an advisor from HR, members of the Athena SWAN Reference Group, and others with relevant expertise. This group will share learning and build institutional knowledge and experience in the Athena SWAN process. | In addition, majorities of males and females were non-committal as to the positive impact of Athena SWAN (Ref Table 5.38) | Q3-4 2023 initiate Community of Practice; Q1 2004 onwards - meet once per semester to discuss SWAN applications, emerging issues, analysis of data. | Director EDI (R), Equality Analyst (I), CoP Members (I) | |

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| 3.1 Embedding Athena SWAN in TU Dublin | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.1.5 | A short document explaining the benefits of the Athena SWAN Charter Principles and framework in addressing and promoting gender and intersectional equity will be prepared for Athena SWAN Faculty and School leaders and teams. This document will also inform the wider University community of the new Charter Principles, framework, and the 2022-2025 Action Plan. | This action provides a rationale for engaging in the Athena SWAN process for use by senior leaders when promoting it. | Q2 2022 document drafted, completed and approved by UET | Director EDI (R), Equality Analyst (I), Marketing and Communications (I) | At least 24 verified occasions on which the President, UET members and Heads of School promoted the benefits of Athena SWAN by end 2025. |
| 3.1.6 | UET members and other senior leaders will promote the benefits of Athena SWAN as an essential tool for gender and intersectional equity at key events, e.g. Staff induction, student induction, conferrings, etc. Consultation with Marketing and Communications to identify occasions and maintain record- at least 6 in the course of an academic year. | The equality survey indicates that there is a statistically significant difference in men's and women's perceptions of TU Dublin's commitment to gender equality (Ref Table 5.37). This action will enable senior leaders to validate the efforts of Schools and individuals committed to addressing gender inequalities, and planning for Athena SWAN awards. It will also send an important message of support for these efforts, thereby influencing the University culture and affirming its goal of being an exemplar in EDI. | At identified public and internal University and Faculty/Function/School events - at least 6 per year, | President (R & I) UET members (I), Heads of School and Functions (I) Communications (I) | |
| 3.1.7 | Develop staff and student data books for School-specific Athena SWAN applications. | There is a priority that at least 40% of Schools make Athena SWAN applications (see Action 3.1.1) and there will be demand for 'true' data provision in an Athena SWAN format. | Q3-4 2022 onwards: initial formatting of AS-friendly template for databooks in Q3 2022 and scheduling of data provision with Schools thereafter | Head of Strategic Development [R]; Head of Human Resources [R]; Data Officers (I); HR Data Officer (I) | The provision of AS data to Schools is streamlined, efficient and updated annually |

| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.1 Embedding Athena SWAN in TU Dublin | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.1.8 | Increase the resource capacity of the central data units to enable a timely response to anticipated data demands for Athena SWAN, in addition to other reporting obligations, and to enable monitoring of action outcomes | The demand for AS-specific data will bring a significant increase in workload in the Data Office and in HR Data Management, and if Action 3.1.1 is to be achieved, it will require adequate resourcing. | Q2-3 2022 - preliminary assessment of the resource requirements; Q4 2022 - recruitment process instituted; Q1 2023 - resource in place | President (R), Head of Strategic Development (I), Head of Human Resources (I) | Additional resources are made available to central data units |
| 3.1.9 | Establish an Athena SWAN Reference Group, to advise on implementation of the Action Plan, with ToRs agreed by UET. | The AS application seeks information on arrangements for the role of the Self Assessment Team post-submission. This action is intended to retain the experience developed during the course of the 2021 submission to assist in monitoring implementation of the AS Action Plan, and add experienced capacity to the University in fulfilling priority Action 3.1.1. | Q2-Q3 2022; In Q2, draft ToRs will be laid before UET; Q3, recruitment for the Reference Group will be concluded. These activities will align with the emerging procedure for University Committees. | VP for Organisation, Culture and Change (R), Director EDI (R&I) | Athena SWAN Reference Group is established and fulfilling its mandate successfully. |
| 3.1.10 | Establishment of a new Self Assessment Team one year before institutional renewal, with ToRs agreed by UET. | This action is intended to prepare for an institutional renewal application in a timely manner. | Q3-4 2024 - In Q3, plan the most appropriate structure for managing and effecting the AS renewal application, in discussion with UET; present draft ToRs to UET for consideration and approval; Q4, recruit to the new SAT, prepare a project plan and induct the SAT into their tasks and roles | VP for Organisation, Culture and Change (R), Director EDI (R&I) | AS SAT is established, members are clear on their roles/tasks and a project management plan is in place to deliver the renewal submission. |

| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.2 Building an Inclusive Culture | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.2.1 PRIORITY ACTION | Prepare and present an annual report on Equality, Diversity and Inclusion to the UET, Academic Council, Governing Body and the HEA. This will include benchmarked data on staff profile, pay, contract types, recruitment, retention, representation on key committees and access to training and funding, student data and intersectionality data, including race and ethnicity, disability, and transgender issues. Also to report on progress in addressing the priority actions in the Athena SWAN plan. The report will be published and made available to the public via the University website. | This action provides for regular tracking and monitoring of EDI data in an accountable and transparent manner. It provides timely information on gender balance as indicated in priority action 1.1.1, monitors implementation of the AS Action Plan, and enables appropriate policy and procedural responses in a timely manner. It will provide material for the University Annual Report and is evidence of progress on the strategic goal of 'being an exemplar in EDI'. | 2023-2025 - Align the cycle with the production of the University Annual Report | VP for Organisation, Culture and Change (R), Director of EDI (I), Head of Strategic Development (I), Head of HR (I) | The Annual Report shows year-on-year improvements leading to gender balance in decision-making and delivery on all priority action items. |
| 3.2.2 | Develop data collection capacity prioritising race/ethnicity, disability, socio-economic group, gender identity and sexual identity for staff. This is because there is presently limited availability of data other than gender, and an intersectional analysis would enable actions to be more targeted to address the needs of specific groups. | There is presently only limited availability of data other than gender, and these dimensions would assist in developing an intersectional analysis in AS applications. They would also enable actions to be targeted to address the needs of specific groups. These data would also inform the annual EDI report to UET and GB. | Q2-3 2022 - assessment of the integrated CORE capabilities for capturing these data, and data for all legislated grounds; Q4 2022 -Q3 2023 Development of improved data collection system. Q4 2023 - a communications to explain the value of gathering these data and encourage employees to provide same through CORE | Chief Operations Officer (R), VP for Organisation, Culture and Change (R), HR Data Management (I); Marketing and Communications (I); Equality Analyst (I) | A comprehensive picture of the University, on all legislated grounds, is available for intersectional analysis and multiple reporting purposes. |

| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.2 | Building an Inclusive Culture | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.2.3 | Findings from the Equality and Inclusion survey and focus groups (2021) to be compiled in an accessible report and communicated to all School Heads, Function Heads, and the University community. | Staff consultation indicates low levels of awareness of the purpose and impact of Athena Swan. This report will provide a broad overview of staff views across the university and assist Schools and Functions in preparing for their own Athena Swan application and/or their PDP conversations. | Q2-3 2022: Q2- reviewing report, summarizing main points; Q3 - publication and communication in time for consideration by Schools for 2022-23 academic year | Director EDI (R), Equality Analyst (I), Marketing and Communications (I) | At least 80 people will attend launch event for report and at least 33% will be academic/PMSS managers. |
| 3.2.4 | Build on the existing Carer's Network to develop a Carers/ Parents Employee Resource Group to provide peer support to carers/parents in the COVID and post-COVID period. The Group to be self-sustaining, but supported by Staff Training and Development Unit. | Survey and focus group responses indicate that the COVID-19 period has accentuated gender-related strains on work-life balance. Female and male PMSS staff report spending more time with dependents while completing their work than did their academic counterparts; female and male academics experienced less time at the end of the day to relax, complete household chores, etc, than their PMSS colleagues ; Female academics were more likely to be concerned than other groups about their ability to manage childcare and work (Ref Table 5.34) In addition female PMSS staff avail of 'Force Majeure' leave more than their male PMSS peers, while academics do not call on this leave given the greater flexibility of their time (Table 5.35) | Q4 2022, to coincide with the start of the 2022-23 academic year when work-life balance issues are particularly acute | Head of HR (R)EDI Director (R), Senior Manager People Development (I) | Carers/Parents ERG established and functioning, with regular meetings (at least 3 per year). They run at least one awareness raising event per annum 2023, 2024 and 2025. |

| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.2 Building an Inclusive Culture | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.2.5 | In addition to Action 3.2.4 on a Carers/Parent's Employee Resource Group, relaunch the LGBTQI+ Employee Resource Group with a keynote speaker and group discussion. | Staff consultation indicates that there is a low level of awareness of the activities of the LGBTQI+ staff network and the university is not actively and visibly welcoming to staff from the LGBTQI+ community. | Q1 2022 | EDI Director (R), | LGBTQI+ ERG established and functioning. They run at least one awareness raising event per annum 2023, 2024 and 2025. |
| 3.2.6 | Provide support to the LGBTQI+ Employee Resource Group through the EDI webpages, sharing research on LGBTQI+ in the EDI Research Network, providing a focus on LGBTQI+ during Pride Month (June) and using EDI funds for ERG-organised events that create visibility for the group. | | Q2 2022 onwards | Director of EDI (R), Chair of LGBTQI+ Group (I), RINCE Post-doctoral researcher (I) | |

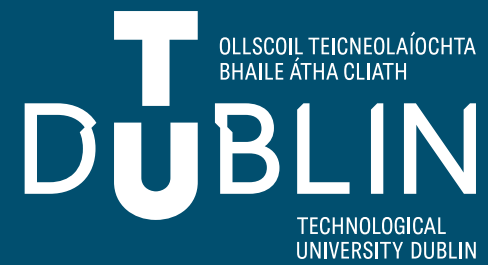
| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.2 Building an Inclusive Culture | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.2.7 | Undertake a project on integrating gender equality and sustainability into a common Impact Assessment template and guidance for inclusion in the 'Policy Development at TU Dublin' framework and application to all policies and procedures developed in the University. | Integration of these important analytical perspectives will assist with the structural embedding of inclusivity into the University culture. It will holistically address the People and Planet pillars of the University's Strategic Intent 2030 | Q3 2022-Q1 2023: Q3 scope, plan and begin project; Q4 complete, engage with stakeholders; Q1 2023-present to UET for approval as an amendment to 'Policy Development at TU Dublin'. | VP for Sustainability (R), VP for Organisation, Culture and Change (R), Director EDI (R), researcher (I) | All University policies and procedures complete an Equality and Sustainability Impact Assessment as part of the Policy Development at TU Dublin Framework. |
| 3.2.8 | An Equality and Sustainability Impact Assessment (ESIA) template and guidance will be available, along with training in its application, to policy-developers in the University. | | Q2 2002 draft submitted to UET for approval, training in application in Q3 2022 and once per semester thereafter | Director of EDI (R), Equality Analyst (I), Senior Manager People Development (I) | |
| 3.2.9 | A Community of Practice on the application of ESIA to policies will be created, to foster shared learning among policy-holders and embed an equality approach to policy development. | | Q2 2023, following a period of learning to implement Action 5.29 by policy-holders | Head of HR (R), Director EDI (R), HR Policy and Data Management (I), Equality Analyst (I) | |
| 3.2.10 | A review of the Dignity and Respect at Work policy will be undertaken, with integration of the relevant Ending Sexual Violence and Harassment (ESVH) plan actions. | Focus group and separate implementation of Ending Sexual Violence and Harassment Action Plan indicated that there is a need to update the staff Dignity and Respect at Work policy and procedures to take account of ESVH plan actions | Q4 2023, unless mandated earlier, to review the policy in light of the ESVH plan requirements, with draft to UET by end Q1 2024, and to GB thereafter | Head of HR (R), Head of Workplace Relations (I), ESVH Manager (I) Senior Manager People Development (I) | An updated Dignity and Respect at Work policy and procedures are in effect, compliant with the Policy Development at TU Dublin Framework and integrate an ESIA. At least 60% of staff across all groups male academic/PMSS and female academic/PMSS are aware of supports and know how to report instances of discrimination or unfair treatment. |

| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.2 Building an Inclusive Culture | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.2.11 | A review of the Gender Expression & Gender Identity policy and procedures, and according to the new TU Dublin template and guidelines (including an ESIA), will be conducted. | The GE&GI policy is in early implementation phase and a review is scheduled to tweak its provisions and procedures | Q2 - Q3 2022, with draft to UET by end Q3 2022, and to GB thereafter | Director EDI (R), Equality Analyst (I) | An updated Gender Identity and Gender Expression policy and procedures are in effect, and compliant with the Policy Development at TU Dublin Framework and integrate an ESIA. |
| 3.2.12 | Short and medium-long term actions to support the Gender Expression and Gender Identity policy are: adequate bathroom facilities signage in all University buildings; adequate changing room facilities, with signage; a map of the location of such facilities; planning for gender-neutral bathroom facilities in new buildings and retrofitting facilities in old buildings to address this issue | Implementation of the GE & GI policy has identified these issues as being essential to generating an inclusive culture in the University for students and staff. Discussion with Students' Union representatives has underlined the importance of these measures. | Q1 2022 and systematically thereafter. | Chief Operations Officer (R), Director of Estates (I) | Bathroom and changing room facilities are adequately provided for, and properly signed; A map of such facilities covering all campuses is available; tendering for new buildings incorporates these requirements and retrofitting plans take account of same. |
| 3.2.13 | A stronger promotion and application of flexible and blended working, combined with timely decision-making on time-dependent actions, such as exams and assessments. | In COVID context, school closures and caring responsibilities caused acute work-life balance issues for many staff, but particularly female staff. This came through strongly in focus groups. | As applicable according to COVID restrictions | Registrar (R), Chief Operations Officer (R), Head of Human Resources (I), Deans (I), Heads of Function (I) | Focus groups indicate higher levels of satisfaction with how meeting volumes and time-dependent tasks are managed. |
| 3.2.14 | Training on good practices at meetings, including length, chairing, awareness of power imbalances, respectful and dignified discourse and inclusive behaviour. | 48% of Female academics agreed that TU Dublin is committed to promoting EDI, compared with 56% male academics, and over two-thirds of PMSS staff. (Table 5.37). Focus group participants were conscious of gendered power dynamics being used on committees to silence members or take advantage of seniority. | Q4 2022 onwards, and at least once per academic year | Head of HR (R), Senior Manager People Development (I) | Agreement that TU Dublin is committed to EDI is 60% among female and male academics, and 70% among PMSS staff. |

| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.2 Building an Inclusive Culture | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.2.15 | Provision of on-campus Quiet Rooms (to facilitate rest, taking of medicine, lactation etc) | There is only one breastfeeding room in TU Dublin on Blanchardstown campus. Staff consultation indicates the need for Quiet Rooms for multiple purposes. | Q3 2022 Work with Estates and Health and Safety draw up a timeline for the provision of Quiet Rooms on each campus; Q1 2023 Designate, provision and maintain multi purpose quiet rooms on each campus. | VP for Organisation, Culture and Change (R), Director EDI (R), Estates (I), Health and Safety (I) | Accessible quiet rooms are in place on each campus |

| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.3 Building Fluency in Intersectional Approaches to EDI | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.3.1 | Align Athena SWAN Action Plan and the Intercultural Working Group Action Plan on Race Equity, and Student Union activities, during Black History Month (October), Trans Awareness Week (November) and International Women's Day (March 8) to develop workshops and events that celebrate gender diversity and intersectionality. | This action responds to staff consultations requests to create visibility for diversity in the university. It supports the development of awareness of how gender, race/ethnicity intersect, and an appreciation of the richness that diversity brings to the University community. | Four occasions per year - week of 8 March (International Women's Day), Black History Month (October), Trans Awareness Week (Nov) and International Men's Day (11 November) | Director of EDI (R & I), Chair of Intercultural Working Group (R& I) | At least 4 events are held per annum that celebrate diversity and further inform participants on the intersections of gender and race/ethnicity. |
| 3.3.2 | A staff training programme on intersectionality and inequality be developed to complement the online EDI training (5 modules), online Race Equality training (1 module), Race Equality Reading Group sessions (5 x1.5 hours) and the Intersectionality and Gender Equality training programme led by TU Dublin in the European Technological Universities Consortium (EUT+). Faculty and School Executive Boards will be particularly encouraged to participate. | Survey, focus group and interview respondents for both Athena SWAN and the CINNTE review indicated a desire for additional training for managers to include taking an intersectional approach to equality and inclusivity (among other issues). Some also were critical on the perceived emphasis on 'fixing the women' rather than tackling the underlying structural inequalities | 2024-2025: Planning programme in 2025, delivery in 2025 | Director EDI (R), Equality Analyst (I), Senior Manager People Development (I) | Participant feedback from training modules will register increased improvement in understanding of how intersectionality and inequality are created, and have the knowledge to begin addressing these inequities in their everyday contexts. |
| 3.3.3 | The EUT+ Intersectionality Working Group meetings and training events will be opened to interested TU Dublin participants, and especially Athena SWAN School and Faculty Champions. | TU Dublin leads the work of the European University of Technology Consortium (EUT+) in developing intersectional gender equality plans. This action will support Athena SWAN submissions to develop intersectional plans, and assist in Actions 3.11 and 3.1.2. | From Q 1 2022, monthly during the academic years 2021-22, 2022-23 and to end of year 2023. Further engagement depends on continuation of EUT+ funding | TU Dublin project team leader on EUT+ (R); RINCE Research Fellow (I); EDI Equality Analyst (I) | The participants can fluently discuss and debate the challenges of intersectionality in gender equality plans, and strategies for addressing these in internal and external forums. |

| 3. Organisational Culture and Work-Life Balance | | | | | |
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| 3.3 Building Fluency in Intersectional Approaches to EDI | | | | | |
| Action No. | Action | Basis for Action | Timescale | Responsibility (R) and Implementation (I) | Success by end 2025 |
| 3.3.4 | AIB Research Centre in Inclusive and Equitable Cultures (RINCE) Flagship Spring event, 'Building Inclusive and Equitable Cultures: An Intersectional Approach to Policy and Practice' with external corporate leaders in the area. Flagship intersectionality event with intersectoral leaders to take place annually thereafter. | TU Dublin has close relations with corporate and industry organisations and leaders who are seeking a forum for dialogue on building cultures that embed EDI. RINCE and sponsor, Allied Irish Banks, have a commitment to an annual event of this kind. | 22 April 2022, annually thereafter | VP for Partnerships [R], EDI Director [R], RINCE Post-doctoral Researcher (I) in collaboration with external sponsor, Allied Irish Bank. | TU Dublin is known as the thought leader in intersectoral discussions on inclusivity and equity in organisational cultures, measured by an overall increase of 20% intersectoral participation in this flagship event |
| 3.3.5 | A RINCE Seminar Series to provide national and international keynote speakers on equality issues, followed by a working paper series. Keynote and working papers to be available online | Focus groups indicated a lack of understanding of inequalities and their root causes, and a desire to know more in this area. The input of external recognised leaders, through multiple means, can support and enrich this learning | Q1 2022 (5 keynote lectures), and annually thereafter. Planning to take place in previous quarter. | EDI Director (R), RINCE Post-doctoral Researcher (I) | The seminar series runs once per year and an average of 30 people attend each lecture in the seminar series. |



Féidearthachtaí as Cuimse
Infinite Possibilities